

**Tool 2(goal).2.** District-Level Professional Development Targets, with Worksheets (p 1 of 5)

## **Goals and Professional Development Target**

Listed below are various terms used for setting goals as part of the CSIP and the professional development planning. A description of each type of goal is included

### **Student Learning Goal -- State Requirement**

A student learning goal is a general statement of expectations for all graduates. Student learning goals are broad and general. They are aligned with the district mission statement.

*Example: Prepare students to engage in life-long learning.*

### **Long Range Goal -- State Requirement**

Long range goals describe desired targets to be reached over an extended period of time. *Example 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. Example 2: By 2013-14 all students will be proficient in reading, math, and science as measured by the ITBS and ITED.* (This is aligned with NCLB)

### **Annual Improvement Goal (AIG) -- State Requirement**

AIGs are based on data from at least one district-wide assessment. The AIGs describe the desired annual increase in reading, mathematics, and science (and other curriculum areas as appropriate) for all students, for particular subgroups of students, or both. Annual improvement goals must be measurable and address improvement of student learning, not maintaining of current levels of achievement.

A district may use its Annual Measurable Objectives (AMOs) under NCLB as its annual improvement goals for reading and mathematics required by Chapter 12. For example, if a school is performing below the state's trajectory, the state's target AMO can double as the AIG. If a school is performing above the state's trajectory, the school's own trajectory is the baseline. Goals should be set to improve each year.

### **Annual Measurable Objective (AMO) – Federal Requirement**

AMO is the target on the state trajectory for reading and mathematics proficiency for purposes of measuring adequate yearly progress.

The goals we develop in this seminar will support the attainment of annual goals so that content for professional development can be aligned with immediate student need.

### **Building-level Professional Development Target – Non-regulatory Guidance (Essential for determining PD Content)**

Each building sets a target for professional development using district long-range and annual improvement goals and building-level data. The professional development target is more specific about instructional content than the district-level annual improvement goal.

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The following paragraphs show some goal statements written for rural and urban districts and schools. Note that each entity chose to construct its goals in response to the growth needed to meet the Annual Measurable Objectives (AMO).

**Rural District**

Rural District has a very high proportion of students proficient in reading at the 4<sup>th</sup> grade level. Seventy-eight percent of fourth graders were proficient in reading in 2002-2003. Fourth grade reading proficiency has risen 3 percent in the last two years. However, an analysis of all reading data for Rural District shows sharp declines at the middle school and ninth grade levels in the percent of students proficient in reading. The district will need to write goal statements at multiple levels of their system.

**Annual Improvement Goal:** The percentage of students (including the measurable subgroup, SES) reading at the proficient level in grades three through eleven as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the district trajectory in 2004-2005

**Targeted subgoal:** Improve reading comprehension in grades 6-10 to increase reading proficiency.

**Rural School**

Rural School's task appears deceptively simple, with 89 percent of fourth-grade students proficient in reading in 2002-2003. The percentage of students proficient in fourth grade reading has increased two percent over the past two years. Because the school is relatively small and has fewer than 30 Special Education students enrolled, those students, as well as several ELL students, were not broken out by category. Further analysis of the Low SES data also revealed the majority of Low SES students were receiving reduced rather than free lunch, which indicates they are not desperately poor. While Rural School has been extraordinarily successful in teaching most of their fourth graders to read, they will need to study carefully the strengths and weaknesses of all their students in reading in order to meet their goals.

**Annual Improvement Goal:** The percentage of students reading at the proficient level in grades three through five as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the district trajectory in 2004-2005. While this goal statement meets legal requirements, the school will almost certainly want to make major inroads with the populations currently not being well served.

**Targeted subgoal:** Identify specific reading problems of under-performing subgroups and search for alternative instructional options that might address the needs of these groups while adding to the reading skills of all students.

**Urban District**

Fifty four percent of the fourth graders in Urban District were proficient in reading in 2002-2003. The district must meet the state Annual Measurable Objective (AMO) or risk being labeled in need of improvement. To meet the AMO the percent of students proficient in reading must rise to 65 percent by 2003-2004 (a large improvement) and meet the trajectory for every year following. A sample goal statement for the district might be:

**Annual Improvement Goal:** The percentage of students reading at the proficient level in grades three through eleven as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the state trajectory including each NCLB subgroup (low SES, special education students, limited English proficient students, and race/ethnic subgroups) in 2004-2005.

**Targeted subgoal:** Significant increases in the reading vocabulary and comprehension growth of all grade 3-5 students

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**Urban School**

In 2002-2003, Urban School had only 50% of its fourth graders at or above the proficient level in reading. The school has a large Hispanic population and a significant number of students with Individual Education Plans (IEPs). In addition, half the school population is poor (low SES). The school set its goals similar to the way the district did.

**Annual Improvement Goal:** The percentage of students reading at the proficient level in grades three through five as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the state trajectory including each NCLB subgroup (low SES, special education students, limited English proficient students, and race/ethnic subgroups) in 2004-2005.

**Targeted subgoal:** Move an additional 20% of students into the “proficient” range in reading in the coming academic year.

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## **District-Level Professional Development Targets – Worksheet**

Professional Development Target 1:

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Professional Development Target 2:

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**Building-Level Professional Development Targets – Worksheet**

Once the district goals are set, each building considers the building-level data to set a more specific target for determining the professional development actions at the building level.

Professional Development Target 1:

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Professional Development Target 2:

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